FEB 2 1931

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

The Religion of Lincoln—*By O. Myking Mehus*


# JOURNAL OF EDUCATION

A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

Boston, Mass.
Vol. CXIII, No. 5

February 2, 1931

Ten Cents a Copy
By the Year, $3.00



## MODERN ALGEBRA—Ninth Year

**(UPTON)**

***The Third Book of the Three-Book Series—***
***Strayer-Upton Junior Mathematics***

THIS new book presents algebra in a way which is full of meaning and interest to the average boy and girl in the ninth year of the junior high school or the first year of the senior high school. It also gives a simple treatment of numerical trigonometry.

THE arrangement is psychological; the pupil's main difficulties are anticipated and guarded against; each step is fully mastered through abundant exercises, before a new one is presented. Throughout, the book is distinguished by great simplicity and logical organization.

The author is CLIFFORD BREWSTER UPTON, A.M.,
*Professor of Mathematics, Teachers College*
*Columbia University*

320 pages Price $1.20

***AMERICAN BOOK COMPANY***

*New York* *Cincinnati* *Chicago* *Boston* *Atlanta*

*Just Ready*

# Art Appreciation Textbooks

*By* Cora Elder Stafford, A. M., *(Columbia) Director of Art, State Teachers College, Denton, Texas, and Pearl Rucker, Supervisor of Art, Houston, Texas.*

Part One —My Brownie Art Book
Part Two —My Rainbow Art Book
Part Three—My Indian Art Book
Part Four —My Pinocchio Art Book
Part Five —My Wonderland Art Book
Part Six —My Jungle Art Book
Part Seven—The Round Table Art Book

Here is a series of art books that are children's books from which we believe the children can learn some of the basic principles of art:

1. Each project is so presented that the art quality is made apparent to the learner.
2. The principles of color harmony are taught. rather than a discussion of color theory.
3. Each book presents a plan for the study of some of the great masterpieces in such a way that the fundamental principles that make the masterpieces great, are pointed out.
4. The exercises that require child activities are so presented that basic art principles are apparent and the exercises are so simple that the child himself can at least approximate the perfection of the illustration.

These books do not offer drawings to copy, but suggestions that will inspire the pupils to do original thinking and original work.

*Write for Further Information*

**LAIDLAW BROTHERS**
***Educational Department***
**2001 Calumet Ave. 133 First St. 36 West 24th St.**
**CHICAGO SAN FRANCISCO NEW YORK**

# LA SALLE

## By Ross F. Lockridge

The story of one of the chief heroes of wilderness exploration. La Salle's struggles and achievements in New France and in Louisiana reveal his high spirit and iron will. Wherever he built a rude fort, wherever he made a recorded visit, there romance lingers even to this day. The book is rich in source material, and provides the best type of supplementary reading in history.

**WORLD BOOK COMPANY**
Home Office: Yonkers-on-Hudson, New York
14 Beacon Street, Boston 2126 Prairie Avenue, Chicago
*Also* Atlanta, Dallas, San Francisco, Portland, and Manila

# New Material for Debate

**Debate Coaching.** By Carroll P. Lahman, coach of Men's Debate, Western State Teachers College, Kalamazoo, Mich., and first vice-president of the Nat. Assn. of Teachers of Speech. (Ser. IV. Vol. I) 314 p. $2.40.

One of the first books to be written with the needs of the debate coach especially in mind. The inexperienced coach, or the teacher who finds himself saddled with the responsibility of the school's debating activities for the year will find it a lifesaver.

**University Debaters' Annual, 1929-1930.** Comp. by Edith M. Phelps. 471 pages, $2.25.

Nine intercollegiate debates of the season are reported in this Annual, each accompanied by briefs and a selected bibliography. The subjects covered are: Foreign debts and the tariff; The chain store system; Arbitration of international disputes; Complete disarmament; Ontario system for liquor control; Censorship; Higher education for exceptional students only; The Cotsworth thirteen month calendar; Oriental versus western civilization.

# Reference Shelf

Each volume in the Reference Shelf contains a selected bibliography and briefs of both sides of the questions covered, also reprints of valuable material. Price of each volume 90c postpaid. Price for subscription to the Volume of 10 numbers, $6. New titles are

**County Libraries.** Julia E. Johnsen. (Vol VI. No. 7) 201 pages.

**County Manager Government.** Helen Muller. (Vol. VI. No. 8) 173 pages.

**County Unit of School Administration.** W. G. Carr, Asst. Director, Research Department of the Nat. Educ. Assn. (Vol. VI, No. 10) 135 pages.

**Free Trade.** Julia E. Johnsen. (Vol. VI. No. 9) 198 pages. (Preprint of Bibliography, 50c.)

**Socialization of Medicine.** Edith M. Phelps. (Vol. VII, No. 1) 200 pages. (Preprint of Bibliography, 50c)

**Stability of Employment.** Julia E. Johnsen. (Vol. VII, No. 2) In press.

Write for complete catalog

**THE H. W. WILSON COMPANY**
**950-972 University Avenue New York, N. Y.**

# JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR FEBRUARY 2, 1931

EDITORIALS:—
Electrical Engineering Courses 111
Lindquist at Chico 111
George A. Helms 112
Professor of Books 112
Education in Fun 112
C. H. Barnes 112
Governor Cross of Connecticut 112
TWO FAMOUS SCHOOL BOARD MEMBERS 113
By Albert E. Winship
BELDING'S PAGE 114
Attendance Isn't Paramount 114
Undergraduate Adjustment 114
MUSICAL SET-UP IN MITCHELL, S. D. 115
By Valentine Preston
MAKING FRIENDS (Poem) 116
THE RELIGION OF LINCOLN 117
By O. Myking Mehus
A GLIMPSE AT THE DETROIT PROGRAM 119
By Albert E. Winship
THE NEW CHALLENGE 120
By Byron A. Haworth
THEY SAY 121
CHOOSE THE BEST TEACHER 122
By Beatrice Hunter Cahill
UNLOADERS 123
By Arthur Dean
CHARACTER CHATS 124
By Joseph B. Egan
The Leaking Kettle 124
Faith 124
Deadly Things Give Warning 124
Sailor Sam 125
A Prayer 125
TOMORROW (Poem) 125
THE BOOK TABLE 126
EDUCATION IN ACTION 127
GRINS BETWEEN GRINDS 130
STUDENTS PICTURE IDEAL COLLEGE 130
DOLLS FOR HYGIENE COURSE 130
TURKISH SCHOOLS LACK TEACHERS 130
PRISON INMATES ATTEND SCHOOL 131
UNIVERSITY ENROLLS FOREIGNERS 131
AMERICAN CHAIR IN PARIS SCHOOL 131

JOURNAL OF EDUCATION: Founded 1875. Published Weekly (except August) by New England Publishing Company, Six Beacon Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c.; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

# *Editorials*

## Electrical Engineering Courses

MORE persons in the United States study electrical engineering than any other single branch of the engineering profession. This information is based on facts and statistics gleaned from more than 100 leading American institutions which offer engineering training, and also from graduate engineers throughout the United States. Salaries of electrical engineers average a little more than $3,600 annually. The salary survey revealed that electrical engineers out of college two years receive an average annual salary of $1,989; those out of college five years, $2,889; out of college ten years, $4,231; out of college fifteen years, $5,357; out of college twenty years, $6,452; out of college twenty-five years, $7,656; and those with thirty years' experience since leaving college average $8,141. Less than 6 per cent. of those included in the survey earned $7,500 or more.

## Lindquist at Chico

THE vacancy in the State Teachers College at Chico, California, has been filled by the appointment of Rudolph D. Lindquist, assistant superintendent in charge of elementary schools, Oakland, California.

Mr. Lindquist is one of the highly professional and practical elementary school principals and supervisors of the state for the past ten years, and the choice is highly approved.

He is a native of Oakland, and is a graduate of the University of California with a master's degree.

His first teaching was in a rural school in Minnesota, and then in a private school in Kansas.

At thirty years of age Mr. Lindquist's exceptional success as vice-principal of an Elko County high school in Nevada brought him an elementary school supervising principalship (1919-1924), and for twelve years he has been identified with the summer sessions of the University of California at Berkeley or Los Angeles.

He brings to this important principalship exact scholarship, professional devotion, intimate knowledge of the schools of the state, and is imbued with the modern education spirit.

A million students enrolled in vocational schools in the United States.

## George A. Helms

GEORGE A. HELMS, manager, High School and College department of John C. Winston Company, Philadelphia, passed away suddenly of a heart attack at his home, Wayne, Pennsylvania, January 5.

Mr. Helms was fifty-two years of age, a graduate of Columbia University, and had been associated with educational publishers for thirty years. He is survived by his widow and four children.

His business associates have lost a beloved and capable leader. In the field of education Mr. Helms had innumerable friends in every section of the United States, who will miss his warm friendship and the kindly influence of his genial personality.

Our personal acquaintance with Mr. Helms was delightful, and his passing marks a vital change in our friendships.

## Professor of Books

EDWIN O. GROVER, professor of books, Rollins College, Winter Park, Florida, has an interesting reply to Dr. Abraham Flexner's reference to the "Professor of Books" as one of the cheapened, vulgarized, and mechanized academic innovations.

Professor Grover says:—

"If Dr. Flexner's general charge is, as it seems to be, that our colleges and universities are conceding too much to industry, and the demands of our present-day economic life, then Emerson's suggestion for a 'Professorship of Books,' is clearly outside the scope of his criticism. The purpose of such a chair as visualized and described by Ralph Waldo Emerson in his famous essay on 'Books,' written in 1856, was wholly cultural. It was suggested as a means of unlocking the mysteries of pleasure, information and culture that have been too often locked up in our libraries. Emerson said: 'Meantime the colleges, while they provide us with Libraries, furnish no Professors of Books, and I think no chair is so much wanted.' A 'Professor of Books,' so Emerson thought, would prevent the student from 'losing a great deal of time among the false books, and direct him to the few true ones which would make him happy and wise'; books that would serve as 'ships to carry him safely into the heart of sacred cities, into palaces and temples.' In the same essay Emerson also called attention to the fact that 'while in a library we are surrounded by many interesting friends, some of whom have been waiting two, ten or twenty centuries for us, and are eager to give us the sign and unbosom themselves, it is the law of their limbo that they must not speak until spoken to.'

"Surely an attempt to introduce the college youth of today to those 'true books which would make him happy and wise'; an attempt to develop reading habits that may go with him through life; an attempt to interest him in the personalities of the writers of these 'true books,' and to teach him somewhat of the history of human records, and the development of printing that has made our modern books possible—surely courses such as these are not lacking in cultural content."

## Education in Fun

HUNDREDS of millions of comic pictures in the daily press are eagerly sought by children, youths and adults daily for amusement rather than education. The Cleveland Press (Ohio) uses a fascinating page of colored pictures of "Amazing Adventures with Birds, Insects, Plants, and Flowers."

"Dot and Dick in Nature Land" is a reproduction, in holiday attire, of sixty-three pages (seven by ten inches), of "Amazing Adventures with Birds, Insects, Plants, and Flowers" for self-enlightenment and education of persons of all ages.

I regard this as an important as well as interesting creation of the year. It is arranged by Dean Halliday, illustrated by Dore. It is published by J. Thoburn Bishop, Terminal Tower, Cleveland.

[See Book Page.]

## C. H. Barnes

C. H. BARNES, Duluth, who has recently resigned as superintendent of St. Louis County, Minnesota, has already associated himself with the Hale-Haas Corporation of Eau Claire, Wisconsin. He is vice-president of the Minneapolis School Supply Company and of the E. M. Hale Publishing Company. He is officially connected with six subsidiary companies in Eau Claire, Milwaukee, Lansing, and Sioux Falls.

## Governor Cross of Connecticut

GOVERNOR WILBUR L. CROSS of Connecticut was Dean of the Graduate School of Yale University the day before he was governor.

We have no knowledge of his estimate of a graduate school when he was dean thereof, but we do know what his estimate of it was as governor.

"That training in a graduate school will make a good teacher is an illusion," was his estimate of a graduate school as a governor.

"For into good teaching enter qualities of temperament and character above and beyond knowledge or technique."

# *Two Famous School Board Members*

By ALBERT E. WINSHIP

## IRA W. COBURN, SAN FRANCISCO

SAN FRANCISCO has been a wonderful city in education and otherwise for the fifty-five years that I have known it.

When I was in San Francisco for the first time, 1875, James K. Wilson was principal of the largest boys' school west of Chicago. "James K." and I taught in adjoining school districts in Gorham, Maine, ten years before, and we had been the closest friends socially for sixteen weeks that winter.

The first of several thousand addresses in California in seventy visitations, mostly between 1888 and 1929, was made to a thousand boys of the Lincoln School, lined up in military order, while I addressed them from the roof of the shelter-shed in July, 1875.

Since 1888 I have known intimately every city superintendent of San Francisco and every state superintendent of California. The complications since the re-organization of the school administration in 1923 have made service on the school board most important and often exasperating.

Few men in any city have had occasion to assume as much responsibility, personally and politically, as Mr. Coburn has assumed in the six years he has been on the school board, much of the time the president of the board.

Few cities have built as many important school buildings in the last six years as has San Francisco, and Mr. Coburn has been responsible for honest and efficient service in this important expenditure of public money.

A prominent citizen in whose judgment we have highest confidence writes us about Mr. Coburn, whom I have known in all these years, as follows:—

"The president of the school board, Ira W. Coburn, exemplifies in his person the combination of successful business man and public-spirited citizen so essential to volunteer official service in a republic. In naming Mr. Coburn as a member of the board Mayor Rolph gave recognition to a man who has been identified with large material enterprises as a contractor and builder for many years, and who has, nevertheless, over that period frequently given evidence of active support of many important community projects. Mr. Coburn has aided the board in the solution of many technical problems, particularly as related to the building program, and has, furthermore, demonstrated on many occasions a marked ability to bring a unified decision out of situations in which divergent views have been brought to light."

---

## R. W. COOPER, LANSING

LANSING, Michigan, has the distinction of being one of the few cities in the country that has a member of the city board of education who has served a quarter of a century. He also has the distinction of being reporter for the Supreme Court of Michigan, which requires him to read and digest every opinion of the Supreme Court. It is, therefore, true that he is literally the most-up-to-date member of any city school board members in the country.

Mr. Cooper has been president of the school board three terms, and secretary for twenty years. He has seen the city grow from a small community to a thriving city of approximately 85,000; school enrollments increased from less than 3,000 to something over 18,000; the teaching force grow from less than a hundred to nearly six hundred; the school budget increased from $50,000 to $1,784,780. From a few modest little school buildings, planned for teaching only reading, writing and arithmetic, Mr. Cooper has seen developed a school system of thirty buildings, including two senior high schools, three junior high schools, twenty-three modern elementary grade schools, and all types of special schools.

He and his colleagues have made an unusual and enviable financial record for the schools. These modern buildings, furnished with the latest and best equipment, have been constructed without bonded indebtedness. Mr. Cooper has always stood for the "pay-as-you-go" plan. As a result of this policy, every dollar of the taxpayer's money today is expended in conducting the schools and not to pay interest on bonded indebtedness or to supply a sinking fund to pay off bonded indebtedness.

Mr. Cooper is not only known in local educational circles, but has played a prominent part in state educational affairs, having served on important committees of the Michigan Education Association and having acted as president of the Superintendents' and School Board Members' Association.

# Belding's Page

## *Attendance Isn't Paramount*

MARGARET hadn't missed a day in school and was bound she wouldn't miss one. So she continued to go when she was "coming down" with measles. When she finally gave in, her measles turned to pneumonia, and she nearly died. Several others in her grade fell ill with measles, as a possible result of her over-zealousness in achieving perfect attendance.

Perfect attendance is a goal which pupils in most schools are urged to strive for. Prizes and credits and other inducements are offered to those who complete a year or an entire school course without being absent, tardy or excused.

Emphasis upon regularity of attendance has had unquestionable value. Haphazard attendance makes the wrong kind of life habits. Those who are heedless of their school appointments are likely to be equally heedless of their business and social appointments. And such heedlessness in life usually proves costly.

But—attendance can easily become a fetish. And it can work serious damage to health.

Physicians will tell you of children who went to school to maintain a perfect attendance record, when they ought to have stayed at home and in bed.

A medical man who takes an eager interest in youthful members of the families he serves, is frequently relieved by the fact that Tommy or Margaret has missed a school day, because now there will be no more nonsense of letting the child go to school in spite of symptoms that counsel rest and watchful care at home.

Wise teachers, of course, are aware of the dangers that lurk in the struggle for perfect attendance records, and such teachers give excellent advice about staying at home, but they have yet to discover a means of rendering the advice effective with the pupils who have really been bitten by the perfect attendance bug. When to stay home, regardless of records, is one of the most important lessons for a child to learn. The child needs this lesson for his own health's sake, and for the health's sake of fellow pupils. Parents as well as pupils need to be instructed in the exalting of health above attendance, whenever the two objectives are in conflict.

---

## *Undergraduate Adjustment*

WHETHER a student in college is happily adjusted to his environment or not, makes a vast deal of difference in his undergraduate life, and presumably in the years to come.

Much significance therefore attaches to the inquiry led by Professor Robert C. Angell of the University of Michigan into the question of undergraduate adjustment; and the somewhat remarkable discovery that, in a cross section of 133 men and 83 women, twelve per cent. of the men and six per cent. of the women were so out of harmony with their surroundings as to require the attention of a mental hygienist if their personalties were to be reintegrated, at least as long as they remained in college.

Worry is a devastating thing. And many a student is afflicted with worries which, to him, seem utterly tragic. Money matters, relations with the family, love affairs, failure in studies—all these and many others prey upon the minds of undergraduates who happen to be bothered by such matters.

As might have been expected, students who just drift along with medium ratings were found to be less often the victims of maladjustment than those of high or low ratings. Fraternity members were found to be in better adjustment than independents—though the author of the investigation hinted tthat the fraternity, by its exclusiveness, may be responsible for some of the discomfort felt by non-members.

If the women are less liable to maladjustment than the men, the fact is attributed to the greater homogeneity of the women—few of them having the handicap of immigrant parents or the necessity of self-support.

Conditions found at the University of Michigan would not, of course, be precisely duplicated at any other institution. And yet there would be many points of resemblance. The colleges have been paying too little heed to the problem of the misfit undergraduate. The seriousness of his troubles has been underestimated. His or her right to joyous participation in the life of the college community has been, in general, admitted, but efforts to understand individual cases and to improve matters for the individual have been rather desultory. Some deans and some presidents have done wonderful work in this line, while others have flunked this "course" completely.

Anson W. Belding

*Associate Editor*

# Musical Set-Up in Mitchell, S. D.

By VALENTINE PRESTON
Music Supervisor

*The following article describes a well-rounded curriculum of musical instruction offered to pupils in a community of ten thousand. Appreciation as well as performance is emphasized.*

THE organization of music in Mitchell is an attempt in a city of ten thousand population to provide opportunity for every child to develop his musical ability to its utmost.

In the present day with the radio, phonograph, church service, movies, concert and symphony orchestras, we are not very far removed from music in some form or other.

Therefore, every child should acquire some knowledge of the art and should hear and sing enough good music to have a basis for selecting that to which he will listen with enjoyment.

Every child should be given some musical training. This can be done profitably in school without an excess of time devoted to this instruction.

The training should include the following:—

1. The proper use of the singing voice.
2. The singing of many beautiful songs of real musical worth to be chosen from folk songs and songs of the masters.
3. Training in the art of music reading.
4. Listening lessons which are suited to the pupils' stages of development.

The organization will be considered in three phases: (1) Elementary grades, from 1 to 6; (2) Junior High School, grades 7, 8, and 9; (3) Senior High School, grades 10, 11 and 12.

In the first six grades music is a part of the daily instruction of every child. The distribution of time devoted to music is as follows:—

In the kindergarten ten minutes is given to formal music work; the first grade receives fifteen minutes; the second, third, and fourth grades, twenty minutes each; the fifth and sixth grades, twenty-five minutes each.

The music work of each grade is taught by the classroom teacher under the direction of the supervisor, who visits each grade once in every two weeks. . . . In all of the work, whether rote singing or music reading, an attempt is made for beautiful tone quality and good intonation. Much emphasis is placed upon music reading as children will need a certain amount of technical knowledge in order to produce fine choral effects in their high school and adult choruses. Treble choirs are organized in the fourth, fifth and sixth grades. Each school has a choir composed of pupils with the best ears and voices. This furnishes an incentive in the daily work, as the various choirs sing for their school functions and are also combined into one large choir for concert work. The aim is to have every child in the choir.

*Instrumental Classes.*

Education should provide not only for instruction at the level which most children can attain, but should also provide instruction for the more talented ones. To accomplish this, there is organized in the grade and junior high school classes in piano and strings.

This is the second year for piano class instruction and the first year for the string classes. The piano classes admit pupils from the third grade while the string classes are opened to students of the fourth grade and above.

The classes range in size from twelve to sixteen pupils, meeting for a one-hour period during school time.

A fee of two dollars and fifty cents is charged for a term of ten lessons.

The students also buy their own music. Parents, in general, are very enthusiastic as to what their children are accomplishing in these classes.

## *JUNIOR HIGH SCHOOL*

In Junior High School, music is required in the seventh and eighth grades and elective in the ninth. General music vocal meets for a sixty-minute period twice one week and three times another, alternating with art.

A portion of the sixty-minutes' period is devoted to listening lessons, notebooks containing stories of the compositions and of the composers with picture illustrations are kept by the pupils.

The boys' glee club is composed of students from the seventh, eighth and ninth grades. They meet for two thirty-minute periods a week. Voices are tested for four-part music. The girls' ninth grade chorus, which meets for three hours a week, is opened to all girls who are interested. From this group a girls' glee club is selected which meets for two thirty-minute periods a week. Standard choruses and cantatas are studied.

There are two orchestras in Junior High, the A-orchestra consists of the more advanced players, and the B-orchestra of those with less training and experience. Each orchestra meets twice a week, and every other week the combined string section or combined wind section meets an additional day for sectional rehearsals and tryouts.

The instrumentation of the A-orchestra is

standard; a player from the B-orchestra may gain a place in the A-orchestra only by replacing one of the A-orchestra players, who, in turn, goes back to the B-orchestra.

All organizations in Junior High meet during regular school hours.

### *THE SENIOR HIGH SCHOOL*

Music in the senior high school is entirely on an elective basis. If the music work in the grades and junior high has been interesting and inspiring students will desire to continue their study.

High school organizations are the culmination of eight years of singing and music study and should represent a fine type of musical achievement.

The students should sing and play the most beautiful music available which is adapted to their stage of technical development. An opportunity should be provided for every student who has any musical ability.

The following courses are being offered in Mitchell High School, a school of 450 enrollment, grades 10, 11, and 12.

1. *Chorus Classes.*

There are two chorus classes for girls, one for boys and a mixed chorus. One chorus of girls meets four times a week and receives three-fourths credit, the other meets twice a week and receives one-half credit. The second chorus was organized to accommodate students who on account of conflicts in schedule were not able to enroll in the first chorus. These chorus classes are open to anyone who wants to sing and can carry a tune. A special group or glee club is selected from this large chorus. Most of their music is in three parts and students are given an opportunity to become acquainted with the best in music literature.

The boys' chorus, like that of the girls', is open to all who can sing and carry a tune. They meet twice a week and one-half credit is granted for the year's work.

The mixed chorus meets one forty-five minute period a week. This also provides an opportunity for a student to study a fine type of choral music, through singing it himself regardless of whether he reads music or learns by imitation. The mixed chorus is made up largely of students who sing in one of the other choruses. This arrangement gives an opportunity, if need be, to work out separate parts. All chorus classes meet during school hours.

2. *Orchestra.*

The orchestra exists to provide ensemble training for the instrumentalists.

It is not primarily a utility group although they play for many school and community functions.

The students are given an opportunity to read as much good music as is possible, some of which is prepared for public performances throughout the year. Their repertoire consists of standard concert numbers. They meet in school time for five forty-five minute periods a week, and are granted one credit.

3. *Band.*

The band is organized to care for additional wind players.

It consists of students from both the junior and senior high schools who meet twice a week after school hours. They play for games and other activities.

4. *Harmony and Appreciation.*

Any student in the high school may enroll in this class. Usually students who intend to make music their vocation elect this study. An opportunity is given for creative work in the harmony class while students in appreciation are guided in intelligent and enjoyable listening through the use of the talking machine and performances by members of the class. Students receive one solid credit.

5. *Applied Music.*

This course provides for the talented students by granting credit for work done outside of school with private teachers. Students who take a half-hour lesson and practice seven hours a week are granted one credit provided they meet other requirements they are given such as examinations, and they must appear in concert when called upon by school authorities.

Music has its place in the curriculum to enrich the emotional and aesthetic life of the boys and girls, and incidentally to provide a wholesome outlet for leisure-time enjoyment.

Throughout the entire musical program one aim is kept in mind: "The right kind of music for every child."

## Making Friends

"If nobody smiled and nobody cheered, and nobody helped us along,
If every man looked after himself, and good things went to the strong,
If nobody cared just a little for you, and nobody thought about me,
And we all stood alone in the battle of life,
What a dreary old world it would be.

"Life is sweet just because of the friends we have made and the things which in common we share;
We want to live on, not because of ourselves, but because of the people who care;
It's giving and doing for somebody else—on that all life's splendor depends;
And the joy of the world, when you have summed it all up,
Is found in the making of friends."

—Exchange

# The Religion of Lincoln

By O. MYKING MEHUS

Northwest Missouri State Teachers College, Maryville

WE HAVE all read books or heard lectures on "Lincoln, the Lawyer," "Lincoln, the Citizen," "Lincoln, the Story-Teller," "Lincoln, the Statesman," "Lincoln, the Friend of Man," and "Lincoln, the Man of Sorrows," but very little has been written about the religious side of this, our greatest American. In this article we want to say a little about the religion of Lincoln, for it is his sublime character that has given Lincoln the place that he has among the immortals.

We have admired Lincoln not merely because he was born in poverty and rose to the presidency, nor merely because he overcame tremendous obstacles, nor even merely because he delivered four millions of slaves from bondage, but we have admired Lincoln because of his noble character. And as we have read about Lincoln we have often wondered what his religious beliefs were, and what his attitude was towards the Christian church.

Lincoln's mother was a noble Christian woman, and, although she died when Lincoln was only nine years old, Lincoln said of his mother in later life: "All that I am or ever hope to be I owe to my angel Mother." When his mother died there was no minister in the vicinity to say a prayer at her funeral. But as soon as Lincoln learned to write, he wrote to a traveling minister, and nine months after his mother's death this minister came and preached a funeral sermon over her grave. Lincoln, later, had a stepmother, and she, too, was a good Christian woman.

Lincoln had very little schooling, for he went to school only twelve months in all, but he had three books which he read over and over again. These books were the "Bible," "Pilgrim's Progress," and "Æsop's Fables." It is said that he memorized most of "Æsop's Fables" and also many passages from the Bible.

When Lincoln was a young man there were four popular vices to which the young men were addicted. They were drinking, gambling, swearing, and using tobacco. Lincoln was a total abstainer from all these vices. We can well imagine that it was not always an easy matter to say "No" to the coaxing of his companions, but because Lincoln did stand firm he laid the foundation for a character such as few men have possessed.

As a young man Lincoln was strong and athletic, but never used his strength to bully those who were weaker than he. But he always defended the weak and helpless. When he was twenty-two years old he went down to New Orleans on a flat boat, and while there saw slaves being sold. Turning to his companions he said: "Boys, by the Eternal God, if I ever get a chance to hit that thing, I'll hit it hard." And he did.

As school children we have read of Lincoln's kindness and tenderheartedness. We all remember the story of how he pulled the pig out of the mud, and how he placed the small birds into their nest again. And when his companions chided him for doing it, he said that if he had not done it, he would not have been able to sleep that night. Is it any wonder that during the Civil War Lincoln pardoned so many young men and boys who had been condemned to death? And when the "hard-boiled" army officers accused him of destroying the discipline of the Union Army, Lincoln answered that there were already too many broken-hearted mothers and sorrowing widows in the land, and he did not want to add to the number.

Lincoln was not only a total abstainer, but he was also a temperance speaker; and on February 22, 1842, he made a long temperance address before the Washington Temperance Society. In this speech he predicted that the time would come when there would be neither a slave nor a drunkard in the land. He lived to see one of these predictions fulfilled, and we are now living in the days when the other will be fulfilled. In 1856 he campaigned in Illinois for six weeks in favor of a law to curb the sale of liquor in Illinois.

In 1842 Lincoln was married. After his marriage he rented a pew in the Presbyterian Church in Springfield, and he kept this pew as long as he lived in that city. In 1850 he delivered an address before the Springfield Bible Society advocating the reading of the Bible in the home. In 1860 he said: "Douglas doesn't care whether slavery is voted up or down, but God cares, and humanity cares, and I care; and with God's help I shall not fail."

After Lincoln was elected President he mentioned God or quoted some passage from the Bible in nearly every speech. In referring to the Deity Lincoln used no less than forty-nine designations. This is significant, for it showed the

breadth of his thinking. Among these designations are the following: Almighty, Almighty Ruler of Nations, Christ, Creator, Crucified One, Divine Being, Divine Majesty, Eternal God, Father, Father of Mercies, God, God Almighty, Heavenly Father, Holy Spirit, Jesus, Lord, Master, Ruler of the Universe, Savior, and Son of God.

His firm belief in prayer is seen from the following farewell address which he made to his friends at Springfield, when he left for Washington in 1860: "Today I leave you. I go to assume a task more difficult than that which devolved upon General Washington. Unless the great God who assisted him shall be with us, I must fail; but if the same Omniscient Mind and Almighty Arm that directed and protected him shall guide and support me, I shall not fail—I shall succeed. Let us all pray that the God of our fathers may not forsake us now. To Him I commend you all. Permit me to ask that with equal sincerity and faith you will invoke His wisdom and guidance for me."

During the Civil War Lincoln set aside special days for days of prayer, for fasting, and for Thanksgiving. It was during Lincoln's administration that Thanksgiving Day was made an annual day for Thanksgiving. One day a minister said to Lincoln that he hoped the Lord was "on our side." To this Lincoln replied: "I am not at all concerned about that, for I know that the Lord is *always* on the side of *right;* but it is my constant anxiety and prayer that I and this *nation* should be on the *Lord's* side." Lincoln urged that no unnecessary work be done on Sunday by the soldiers and that it be observed as a day of rest.

In speaking of the work done by the women for the wounded soldiers Lincoln once said: "But I must say, that if all that has been said by orators and poets since the creation of the world in praise of women were applied to the women of America, it would not do them justice for their conduct during this war. I will close by saying, "God bless the women of America." In a letter of reply to the resolutions adopted by the Methodist General Conference, he said: "God bless the Methodist Church—bless all the churches—and blessed be God, who, in this our great trial, giveth us the churches."

Because Lincoln did not unite with any church he has been classed with atheists and unbelievers by some. But this is absolutely an injustice to Lincoln, for anyone who sincerely studied his life will soon see that he was a Christian. He did not unite with any church, because the churches at that time stressed more the man-made theological doctrines and creeds than they stressed the truths found in the Bible. Each church claimed that it had the monopoly of the true faith, and condemned others who had different views on things that had nothing to do with following the teachings of Christ. Creed and dogmas were emphasized, while real Christian living was given a secondary place.

Therefore, in explaining why he did not unite with any church Lincoln said: "I have never united myself to any church, because I have found difficulty in giving my assent, without mental reservation, to the long, complicated statements of Christian doctrine which characterize their articles of belief and confession of faith. When any church will inscribe over its altars, as its sole qualification for membership, the Saviour's condensed statement of the substance of both law and gospel, 'Thou shalt love the Lord Thy God with all thy heart, and with all thy soul, and with all thy mind, and thy neighbor as thyself,' that church will I join with all my heart and with all my soul."

Although Lincoln did not unite with any church, he was a regular attendant at church. At Springfield he attended the First Presbyterian Church, and at Washington he attended the New York Avenue Presbyterian Church regularly. In his later life it seems that he intended to make a public profession, for he said to a lady connected with the Christian Commission: "It has been my intention for some time, at a suitable opportunity, to make a public religious profession." But he deferred too long and the assassin's bullet prevented his uniting with any church. Lincoln also planned to visit the Holy Land after his term of office expired, and he especially wanted to visit Jerusalem.

William J. Johnson, in his book on "Abraham Lincoln, the Christian," has divided the stages of Lincoln's religious growth as follows: "From 1809 to 1818, a period of nine years, represents his *mother's training.* From 1818 to 1831, a period of thirteen years, might be called *drifting.* The next four years, from 1831 to 1835, was the period of *questioning.* Then for thirteen years, from 1835 to 1848, his religious life seems to be characterized by *indifferentism.* The ten years from 1848 to 1858 are characterized by the honest doubter *seeking* the true light. From 1858 to 1862, a period of four years, there are unmistakable evidences of a great soul coming into *full fellowship* with his Master. The next three years, 1862 to 1865, he was, in the highest meaning of the term, a *true follower* of Jesus Christ. While the last months of his life are distinctly marked by the *deepening of his spiritual life.*"

Such then is Lincoln, the Christian. "His life was gentle, and the elements so mixed in him that Nature might stand up and say to all the world: 'This was a man.'"

# A Glimpse at the Detroit Program

By ALBERT E. WINSHIP

AT THE Detroit meeting, Department of Superintendence, Superintendent A. J. Stoddard, Providence, R.I., will have an interesting conference on "Inarticulations and the Curriculum," "Influence of Existing Inarticulations on Pupil Progress in Public Schools," and "Administrative Obstacles to Better Articulation in the Schools." The speakers will be Walter D. Coching, George Peabody College, John A. Larson, Pasadena, and A. L. Threlkeld, Denver.

Superintendent E. E. Oberholtzer has provided a professional program in modern education with discussion on "Integration and Articulation as Affected by the Professional Education of Teachers," "A Fundamental Approach to Integration," "Some Practical Considerations in Articulating the Units of the School System."

The Department of Superintendence (Group X) will grapple with the "Major Trends in Teacher Salary Scheduling" with a program prepared by Superintendent W. A. Denny, Anderson, Indiana.

The program could not be more vitalizing or more representative of the leading thought of the day.

Superintendent James H. Risley of Pueblo (District One) will have the superintendents (Group VI) consider their responsibility for working advantageously with the Parent Teacher organization. His speakers will be the president of the National Organization of Parent-Teachers, the superintendent of Spokane, and a principal in Detroit, but the really great address will be by Dr. Charles H. Judd, on "How May the Parent-Teacher Association Aid in the Solution of Important Problems now Confronting Education in America."

Frank M. Underwood, assistant superintendent, St. Louis, will introduce the only serious attempt to modernize professionalism in one of the city superintendents' groups (Group V). His topics are "The Integration of Personality as the Aim of Education," "The Place and Value of Socializing and Integrating Activities in the Curriculum," "How Integrate Curricular and 'Extra-Curricular' Activities." His speakers will be from Teachers College, George Peabody College, and the University of Missouri.

John H. Beveridge will have a sane and interesting conference on "Professional Organization and the Growth of Teachers in Service." His program includes: E. E. Lewis, Ohio State University, who is capable of making any program delightful; Theodore Saam, who can speak from the Black Hills of South Dakota, from Council Bluffs and Iowa and Elgin, Illinois; Superintendent George E. DeWolf of Creston, Iowa, one of the coming men professionally; Superintendent Walter W. Borden, South Bend, Indiana, a recognized leader in school administration, and Leon C. Smith, assistant superintendent of Omaha, Dr. Beveridge's right-hand man in modernizing education in the Nebraska metropolis.

National Society of College Teachers of Education, Henry W. Holmes of Harvard Graduate School, president, and S. A. Courtis, University of Michigan, secretary, will present its most important program of any meeting of the Department of Superintendence. It has not been easy for the Teachers Colleges to magnify their distinction at the mid-winter meetings because of the overbearing spirit of the administrators, but this year the programs are so extensive and the talent so abundant and important that the attendance should be worthy the society.

There will be twelve programs with forty speakers from eighteen different colleges.

The topics are practical and professional. Men of such talent with live subjects will draw audiences and hold interested attention.

Superintendent John G. Rossman, East Chicago, Indiana, had Group VII study the problem of modern education in planning school buildings and grounds. The leaders in the discussion will be Fred Englehardt, William B. Ittner, Harry S. Genders, Syracuse University, and assistant superintendents of Denver and Milwaukee.

---

## Character

Character — that power in man which enables him to see what is good in experience and what is bad in experience; that power in man which enables him to link himself with the great past and make himself responsible for the future. Character, that power in man which organizes his life so that the passing moment presents itself to him not as something that is to be seized for its own sake and when done with forgotten, but simply an incident in eternity, something that is going to yield fruit in eternity, never going to be lost, never left behind. Character, which enables man to see himself, not as a reckless or irresponsible individual, but as one of humanity, as a thought of God, maturing as the ages go until his humanity becomes divinity itself.

—J. Ramsay MacDonald.

# The New Challenge

By BYRON A. HAWORTH
Greensboro, North Carolina

*Increased attention must be given, in modern educational systems, to the particular needs of children who, in former times, would have quit school, from sheer inability to fit into the established mould.*

IF THERE were some way to exterminate about 5 per cent. of our population who frequent our law courts and jails, say the officers of the law, society could breathe a sigh of relief. The difficulty in executing such a plan, however, is that the ones who need to be shot carry the guns.

The public schools of America are facing a similar problem. If a satisfactory disposition of the lower 5 per cent. of the public school pupils could be made, school administrators and teachers would be relieved of their major problems. This small group, however, stands in greatest need of what the public schools have to offer.

The very nature of the modern public schools stamps such a suggestion of extermination as impossible, unsatisfactory, and undesirable. The scope of today's free school is no longer limited to preparation for college. It is generally recognized that many children are so mentally constituted that a college-preparatory course is a waste of time and money for both the state and the individual. The public schools are responding to a general demand for a more far-reaching service. They must not only find each child's place in society, but must so instruct and train him that he will fit and become a happy and constructive unit.

Too many educators in the past have held persistently to the erroneous attitude that the public high schools of the country should be operated for those pupils who are mentally suited for college. The curricula in many instances have been planned accordingly. Consequently, the non-college pupil struggles along for awhile the best he can and too often drops out with the feeling that he is a worthless failure. It is not strange that such persons help to fill our law courts and serve our road and jail sentences.

The public schools are now rising to shoulder their share of responsibility for this situation; the more progressive systems have set about to remedy it.

Junior high schools are rapidly finding their place in the educational system. During these early years of the child's development the junior high schools, by means of exploratory courses in many fields, are directing their children into fields for which they are best suited. The majority is directed toward college; the non-college pupils, those who find the greatest difficulty in comprehending adequately those subjects necessary for college entrance, are guided into vocations and trades. In addition they receive enough appreciation of music and other fine arts, together with health and character education, to prepare them for a well-rounded and happy life.

The educational systems of the nation which have built their courses of study to take care of these various types of individuals which attend the public schools are no longer in the stage of experiment. Their products have been scrutinized and tested with the merciless instruments of doubtful, suspicious, and intolerant opposition.

Those school administrators and teachers who have failed to enlarge and re-adjust their curricula to take care of the mass of raw material which has been turned to the schools as a public trust, had better examine themselves and the new demands upon public educational systems to see if their minds and hearts are open and responsive to this new challenge.

If the new challenge is to be met, it means that children must be kept in school by other means than force. It means that individual differences will not only be recognized, but will be cared for adequately.

Quitting seems to be a natural course of action for one who is failing. And a large number of those pupils who stop school do so because they have been led to believe themselves failures since they have failed to meet the high single standard set up by the school or by the teacher.

This does not mean that schools should lower their standards. It does mean, however, that fairness and a recognition of the fact that many pupils can better employ themselves by training in some vocation or trade rather than for college preparation, dictates that the modern public school must no longer judge a success or failure by a single standard of attainment.

Many school administrators and teachers, in their efforts to turn out a better product without going to the trouble of trying out better methods which have been proved successful, often make the mistake of the nurse who gives castor oil for every ailment whether it be a sore toe or stomachache.

It would be unreasonable to judge a successful mechanic, farmer, or carpenter by giving him a science or English examination. This is true, even though it must be admitted that the individual would have a greater opportunity for success if he knew perfectly science and English in addition to his vocational knowledge.

# *They Say*

RAY LYMAN WILBUR, Secretary of Interior:—

"The boy interested in mechanics should not have to struggle with the names of the wives of King Henry VIII."

---

WILL ROGERS:—

"We are bad off, but the world ain't coming to an end yet."

---

GENERAL JOHN J. PERSHING:—

"Good men and women tell us we should throw away our armaments. We have very little to throw away."

---

SIR FRANCIS TOWLE:—

"Hotels cannot be run with men alone; without the help of women they fail."

---

PRESIDENT HOOVER:—

"Most of our native criminal class are products of city slums. If the character and quality and health of these children were watched and nurtured, a criminal type of child would not develop."

---

ROGER W. BABSON:—

"To get ahead in this period every concern must tell the dollar where to go instead of asking it where it went."

---

ALLARD SMITH:—

"Perhaps many of us now are suffering from a case of undigested charts, percentages, cycles and forecasts."

---

JULIAN HUXLEY:—

"This is an age in which we pay more attention to our automobiles than to our bodies."

---

C. H. K. MARTEN:—

"Education is what is left after you have forgotten all you ever learned."

---

STANLEY BALDWIN:—

"During our infancy all the world is in a conspiracy to persuade us to sleep; during the rest of our lives all the world is in a conspiracy to persuade us to wake up."

---

PAYSON SMITH, State Commissioner, Massachusetts: —

"The great difference between the truly educated and the uneducated person is that the former has within himself sources which will fill leisure with things that are delightful and beneficial, and the latter must pay someone to amuse him or be unutterably bored."


Put Idle Dreams to Work

Plan Now a PACIFIC NORTHWEST VACATION••

NEXT SUMMER, let us help introduce you to vacation thrills and romance such as only the ***electrified,*** scenically supreme trail of the de luxe new roller-bearing OLYMPIAN affords.

Travel the jolly, carefree way, with an escorted all-expense tour, packed full of pleasure. Let wilderness-wise wranglers, rangers, Indians be your guides; meet interesting people.

Cross the spectacular Belts, Rockies, Bitter Roots, Cascades by day. Tarry at Yellowstone Park thru new Gallatin Gateway, a dude ranch, Spokane's lakelands. Explore Mt. Rainier National Park, Mt. Baker, Olympic Peninsula, Seattle, Tacoma. Cruise Puget Sound to Old English Victoria, Vancouver . . . on to Alaska. Enjoy the sparkling zest of the West. Summer fares are low.

Return via Los Angeles for the N.E.A. Convention in July.

CHICAGO MILWAUKEE ST. PAUL AND PACIFIC

*For complete information, write*

Boston Office
552 Old South Building
Phone Liberty 9812
F. D. Dodge, General Agent

1200-5

The MILWAUKEE ROAD
ELECTRIFIED OVER THE ROCKIES TO THE SEA

# Choose the Best Teacher

By BEATRICE HUNTER CAHILL, M. A.

Consultant in Educational and Vocational Guidance

Melrose Highlands, Mass.

A SCHOOL committee of a small New England town reports with self-righteous satisfaction that they have passed a ruling which prohibits the retention of married teachers on tenure standing, yet they may be held year in and year out as substitutes.

If this school committee had reported that they will in the future refuse to allow any teacher to be elected on tenure basis until she proves satisfactorily her ability to arouse interest in her subject, to stimulate her students so that they will carry on to full capacity in the work, and to show that she is worthy of the responsibility entrusted to her, then such an unusual, commendable constructive action would be worth something to students, parents, and community.

It should not matter whether teachers are married or single, young or old, men or women. It is important that they are successful teachers. Training in the subjects taught, ability to teach in an illuminating manner, and the development of a sympathetic personality are important considerations in both hiring and retaining teachers.

It is admitted far and wide that different teachers can make or mar the same subject material. How can we hope that pupils will discover their native interests and abilities in various fields unless they have teachers who can present the subjects so that youths will be interested and aroused? The new teachers of the future will aim to be guides, counselors. The old-fashioned roles of dictatorship are in the discard. The modern teachers acknowledge it a privilege to share the information and knowledge which they have accumulated and to impart it so that the younger confederates will be aided in self-discovery and self-creation. It is the teacher's duty to teach youths to see, to hear, and to feel for themselves. Those in the profession who have already grasped the theory and put it into practice are gratified as they stand on the sidelines directing the assimilation of information, watching the class do its own thinking, and thrilling as they find the pupils able to discuss problems intelligently between themselves and with her.

It may be interesting to peruse some of the reasons why high school students prefer some teachers to others. The most frequently repeated judgments are grouped under three points: Knowledge of the subject; ability to teach; personality. In the words of high school students they prefer some teachers to others because:—

A. Knowledge of the Subject:—

1. He knew the subject he taught.
2. They seemed to have the best preparation in their subjects and were the most competent teachers.
3. He knew the subject from A to Z, and was always helpful and encouraging to all.
4. They seemed the most intelligent and made their courses interesting, hence easy to learn.
5. They knew their subjects and could impart them in an interesting way.
6. She had great familiarity with the field she taught.

B. Ability to Teach the Subject:—

1. They had fine teaching ability.
2. She humanized the knowledge.
3. They taught clearly and concisely.
4. They presented their subjects well and made them interesting.
5. She placed the value of effort above everything.
6. They gave individual attention to all pupils.

C. Personality:—

1. They were fair and helpful.
2. They were human and interested in individual pupils.
3. She was sincere and patient.
4. They were in sympathy with the students and understood human nature.
5. Because he commanded and caught my respect.
6. They seemed to have an interest in my education.

It must be admitted by us all that these are reasonable reasons for preferences listed by high school students. These replies may give some teachers just cause for personal introspection.

Of course, to hold leaders of ability in any profession, they must be compensated according to the value of their services. Let's do it!

# Unloaders

By ARTHUR DEAN

"So finally I went to the doctor and he said my liver——" Whenever some ladies begin a sentence like that immediately we cast longing glances at the door and wish that the house would catch on fire or the gas main explode, because if something of the sort doesn't happen we know we are in for a long "organ recital," which will include every particular about this lady's health.

Or maybe it is a man who starts out: "Well, sir, my first tee shot landed 250 yards down the fairway, so I took my iron and you know——" Yes, we know, and we also know that if we aren't good at making a hasty getaway, we must hear him tell, shot by shot, how he broke ninety.

Or then again it may be the fond mother who leaps off with: "Junior does say the cutest things. Why, just this morning——" It's an effort, a laborious effort, but still if we are polite we try to look pleased at Junior's cute remarks.

We all recognize the type, rather sorrowfully, no doubt. They are the people who insist on doing all the talking, particularly about themselves. Conservation for them is like a narrow side street **one way traffic—** EXIT ONLY!

H. A. Overstreet, a most discerning and engaging psychologist, has a delicious name for these individuals. He calls them **unloaders.** Apt, isn't it?

To the unloaders, conversation is never a chance to exchange ideas. Instead, it is always an occasion for unloading long legends about their ailments, golf scores, children or troubles. For some mythical reason they assume that the other person will be overwhelmingly absorbed in whatever they have to say. They never bother to find out whether he is or not. That's the unloader's technique. He isn't concerned with anyone's interest but his own. He never realizes that conversation, all human relationships for that matter, should be a pleasant matter of give and take, a process of learning the other person's interests and comparing notes on a common ground.

Consequently, the unloader is invariably an unmitigated bore. He almost never has a personality in the popular sense, because no one with personality can build a wall around himself and exclude the influence of other people. He must take a lively interest in those around him. Certainly one of the first rules in acquiring a personality would be to cast aside any tendency to unload.

And can the unloader be cured? Well, probably some confirmed unloaders might find it a struggle to shake off the habit, but for those who indulge to a lesser degree, it should be easily managed. All they need do is to watch themselves critically and make sure that they are taking as great an interest in other people's conversation as they do in their own.

Yes — and these unloaders have even been known to talk at faculty meetings.

Copyright.

# CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

## The Leaking Kettle

John had put off the job of mending the hole in the bottom of the kettle for three days. At last his mother had handed him the kettle, and told him to go down into the cellar and get busy.

John really liked to mend holes in copper kettles, because it meant heating the soldering iron, scraping the spot about the hole until it shone like gold, and finally running the solder into place until it shone like a new dime.

This day, however, John's team was waiting for him in the vacant lot across the brook, and a half hour in a dark cellar was a half-hour lost from an exciting game. However, John mended the hole, handed the kettle to his mother on the run, and disappeared. No sooner had his mother filled the kettle and placed it on the hot stove than it began to pop like a machine gun.

John's mother was disgusted. She felt like going right over to the vacant lot and bringing John home by the scruff of his neck. Instead, she sat down and cried a little.

The schoolteacher boarded at John's house. When he came in and found tears in his landlady's eyes he inquired the reason.

"Let me say a few words to John," he said quietly.

That evening, an hour before John's father returned from work, he took John out to the bench by the ivy-covered well, and said: "John, your mother told me about that leaking kettle. I suppose you expect me to tell you that no good ever comes from a leak. That would not be the exact truth. In fact it would be very far from the truth. The old Greeks, for instance, had clocks that told time by means of a water leak. The drip, drip, drip of the water turned a little paddle wheel, which in turn revolved the gears that worked the hands of the clock.

The Romans, likewise, used the water clock in their homes. In fact, they used a leaking jug to limit an orator's time when he addressed the people. When his jug was empty he had to stop. He could always see how much longer he could talk by peeping into his jug. When he talked on to the last drop the people used to laugh and say he had talked a jugful. Maybe you have heard that expression. It is a very old one, I assure you.

In modern days the wonderful radio is possible only because of an electric leak which Mr. Edison discovered when he was working to perfect his electric bulb—so you see, John, leaks are good things— that is, they are good things in their place, and when they serve a useful purpose. A leak in business is not so praiseworthy. It leads right straight to emptiness, that is, bankruptcy. A leak in a person's expense account, such as money spent for cigarettes, leads right straight to emptiness also. We call that sort of emptiness poverty. A leak in character, such as idleness, shiftlessness, thoughtlessness, leads right straight to emptiness also. We call that sort of emptiness lack of character. There are thousands of other leaks that I could mention that lead to emptiness. All such leaks should be avoided.

"Now, John, the leak in your mother's kettle was a physical leak, but the leak in your character that permitted you to rush off, leaving your job unfinished, was an emotional leak— one that your good, strong will could have plugged up forever."

There is no telling how much longer the schoolteacher might have talked. John had already politely yawned twice behind his hand, when through the doorway stalked John's father with a piece of a fishing rod in his right hand.

I wonder which lesson taught John most about future leaks in copper kettles!

## Faith

Today I wish to bring to you out of the Treasure Chamber one of my most precious gems. Just seven lines of queer characters that an old Egyption would not understand—seven lines, each filled with the beauty of human thinking. Is there anything more beautiful or more dreadful than human thinking? A mountain in eruption, filling the countryside with death and destruction, is not so terrible as a destroying human thought. Nero thought such a thought once, and the Christians were fed to savage beasts. On the other hand nothing in nature, no sunset, no golden dawn can compare with the splendor that shines forth in the seven lines of human thinking that I give you.

After you have read this poem I want you to breathe the perfume of the violet in a seed that you find somewhere in your own imagination. I want you to see one of the mighty stars deep-shining in a drop of dew. I want you to know that the rainbow never dies, but hides away in the very folds of storms, and to understand that no matter what others say or do, you know, deep down inside you, that God exists, and that, therefore, all is well for those who think the beautiful thought and do the beautiful deed.

Thus you shall have faith, the satisfying, warning sign of loveliness and goodness that never ceases to exist.

FAITH

By John Bannister Tabb

In every seed to breathe the flower,
  In every drop of dew
To reverence a cloistered star
  Within the distant blue;
To wait the promise of the bow,
  Despite the cloud between,
Is Faith—the fervid evidence
  Of loveliness unseen.

## Deadly Things Give Warning

Mary loved to wander down along the noisy little brook that flowed just below her home. One day she and Evelyn found a Jack-in-the-pulpit standing straight and stiff beside a rock. In trying to pick it Evelyn pulled it up by the roots. "What a funny little button it has for a root!" cried Mary. "Let me see it."

A swish or two in the clear waters of the brook cleaned it till it shone like silver. "I wonder what it tastes like," cried Evelyn. "Let's taste it just for fun."

The girls bit off just the tiniest bit possible. Scarcely had the raw part touched their tongues, when they cried out in astonishment and pain. Like a fiery serpent the root had bitten and stung until tears started from their eyes. "We're poisoned!" screamed Mary. "Quick! Quick! Let's run at once to Doctor Goofus." The old doctor smiled when he heard the story.

"That is a very bad root to eat," he said. "That is why it gave you such a terrible warning. Most bad things do that. Nothing in nature seems to want to hurt people. A rattlesnake makes a whirring noise with the end of its tail, and the very color of a toadstool is a warning for anyone."

The old doctor smiled as he took down a glass and inserted a glass rod. "Just a drop of this on your tongues," he said.

"Oh! Oh!" cried the girls. "That is worse than the root."

"That is alcohol," laughed the doctor. "The dreadful stuff foolish people like to drink. It, too, gives warning of its deadly nature."

Might the old doctor have mentioned tobacco? What happens when a boy first smokes? Should he heed these warnings of nature?

## Sailor Sam

Sailor Sam lived in a little tar-papered shanty that crouched, as though afraid, on a cliff over the boiling sea. He had come to Cutler four years before. People whispered strange things about the long, red slash on his left cheek and the hook that served him on his left arm instead of a hand.

"Bind a red bandana kerchief around his head," whined Bill Tuck, "and give him a curved cutlass, and he'd be the best looking pirate that ever stepped ashore in these parts."

Sailor Sam, however, never once showed the least signs of piracy. He was silent, of course, and deep voiced, and a great listener, but he never once ate a bar of chocolate almonds without dividing it up either with a stray dog or a couple of bowing pigeons or some wide-eyed child.

"We like him," said the postmaster, "even if he never does get any mail, and even if he's got more money to spend that he ought, living in that little tar-papered shack."

Just below Sailor Sam lived Georgia Maloon. Georgia was the wife of Ed Maloon and the mother of his seven children. Now and then Georgia baked a pie for Sailor Sam, or took pity on him and put his blue shirts in the wash with those of her husband. People used to laugh at the shirts of the two men, one big and full-chested, looking like Sailor Sam, and the other rather slim, blowing out together on the windy line with their arms twisting and twining together in a wild sort of comradeship.

One afternoon storm clouds rose suddenly over the sea, and under the force of a vast wind, huge rollers came breaking into white smoke on the granite cliffs. Sailor Sam stood in the door of his shack and shook his head. His black pipe was cupped in his broad palm to keep the glowing tobacco from being whirled away.

As he stood there Georgia Maloon came to her door, and she, too, looked out to sea. "Georgia," yelled Sailor Sam. "Is your man out there?" Georgia nodded.

"It's a bad sea coming on the dark," muttered Sailor Sam to himself.

The night came on, clear and full of stars, but the howl of the wind was more terrible under the eaves of the shack where Sailor Sam bent over a piece of writing paper. A knock sounded on the door. It was Georgia Maloon.

"There's the light of my man's boat," she said, "off the point of the reef. He'll never make it in this wind."

Sailor Sam stood up. "In *his* boat he will not," he said. "In mine he might. I'll go out to him, but in case neither of us comes back there's news for you on this piece of paper that I put here under the clock."

The morning came with the two boats battering helplessly on the rocks at the low tide. Sadly Georgia Maloon took the piece of paper from beneath the clock. The village constable stood by her side.

"In the Rockland bank," said the paper, "you will find as much gold as you will need to care for yourself and children. This paper gives it all to you to do with as you wish. In this way you will know that I have not forgotten the pies you cooked for me and the blue shirts you hung out on your line."

Kindness usually leads to kindness. What do we think of people who repay kindness with ingratitude?

---

## A Prayer

An old Indian teacher once said: "Too often do we know, too seldom do we do, the thing that is good for our inner joy." The more I ponder over this bit of fine writing the more I am convinced that it contains the reason on one hand for all the successes, and the reason, on the other hand, for all the failures that come to each one of us in life.

Men and women, boys and girls, are, for the most part, procrastinators. What a long, queer-sounding word I have used, procrastinators. Some children cannot even repeat the word, much less understand what it means. However, it is a very ugly word, for it stands for ugliness in doing, and ugliness in getting things done—it means putting off the doing of a task as long as possible. Of course the task is either never done at all, or it is done poorly. In either case disappointment and failure are the results. Below I give you a beautiful poem. It expresses in a wonderful way all that I have said to you. It is a gift I give you—a talisman of happiness to guide you into the rich realms of the future, where golden treasure lies under every wish of every girl and boy.

A PRAYER

By John Drinkwater

Lord, not for light in darkness do we pray,
Not that the veil be lifted from our eyes,
Not that the slow ascension of our day
Be otherwise.

We know the paths wherein our feet should press,
Across our heart are written thy decrees.
Yet now, O Lord, be merciful to bless
With more than these.

Grant us the will to fashion as we feel,
Grant us the strength to labor as we know,
Grant us the purpose, ribbed and edged with steel,
To strike the blow.

Knowledge we ask not—knowledge thou has lent;
But, Lord, the will—there lies our bitter need.
Give us to build above the deep intent
The deed, the deed.

---

## Tomorrow

Tomorrow is a promised land,
Upon whose shores you'll never stand.
Time, master of the years, will die
Before tomorrow's reached. So try
The utmost now—this is the day;
Do what you can while yet you may.
Decide your course, and then proceed—
Postponement is a weakling's creed,
Delay will not reduce the debt
You owe yourself—it must be met,
Else other men will seize your share
And Destiny will put you where
The spendthrifts of the clock belong,
Your daily chance dies with the gong.

—Selected.

**TEACHING AS THE GREATEST TEACHER TAUGHT**

BY

**ARTHUR C. BOYDEN**

**FORCEFUL PRESENTATION**

OF

**HOW TO TEACH AS THE GREATEST TEACHER TAUGHT**

*An Attractive Booklet*
*Price, 30 cents*

*Five or more to one address, 20 cents*

**New England Publishing Co.**
**Beacon Building, Boston**

# The BOOK TABLE

IN RABBITVILLE. By Emma Serl, Teachers College, Kansas City, Missouri. Illustrated by Ruth M. Hallock. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

The inventive genius, artistic masterfulness, and professional skill developed in the creation of supplementary school readers in the last three years have been really marvelous.

In "In Rabbitville" there are 292 different pictures of rabbits, each with an industrial, domestic, social or civic possibility. Nothing like this was ever dreamed of before.

This is only possible because of the brilliant conception of a Carpenter Rabbit, Baker Rabbit, Policeman Rabbit, Shoemaker Rabbit, Iceman Rabbit, Farmer Rabbit, Fireman Rabbit and Postman Rabbit.

No primary classroom can be without "In Rabbitville," because there is nothing to take its place in primary school equipment.

---

THE NATURE ALMANAC. A Handbook of Nature Education. Cloth. 400 pages. Published by the American Nature Association, Arthur Newton Pach, president, Washington, D. C.

We are primarily interested in books that are an American creation in education, as "The Nature Almanac" most assuredly is. It would require several columns of space to express an appreciation of this creation in education. We are content to quote a few appreciations of Edward A. Preble, regarding "The Lover of Nature":—

"To the nature lover the universe constantly pours out its wealth. Daily he gathers the fruits of seed sown in the beginning of the world.

"For him no season is dull, for each is successively absorbing: In Spring he is entranced by the awakening of myriad forms of life: Summer reveals the maturity of all creation: Autumn brings the fulfillment of earlier promises: Winter lulls life to sleep, with its assurance of the resurrection.

"All weathers are one: The rains of Spring nourish all nature: the heats of Summer mature and ripen its fruits: the frosts of Winter give rest and peace: in all he rejoices.

"Each day is good. In the morning life awakens with him: through the noon it works: the peace and quiet of evening shed their benediction upon him.

"He knows no dull moments: he seeks not to hurry time. If he be delayed, he may discover something never before seen by man, and his impatience is forgotten."

---

THE LONG VIEW. Papers and Addresses by Mary E. Richmond. Selected and Edited by Joana C. Colcord and Ruth Z. S. Mann. Cloth. 648 pages. New York: Published by Russell Sage Foundation.

Mary E. Richmond was a woman of rare personality, and was devoted to social service in Baltimore from twenty-eight to thirty-nine years of age; in Philadelphia from thirty-nine to forty-nine years of age; in New York City from fifty years of age till she died at sixty-nine years of age.

In all there are seventy addresses of Miss Richmond. Through all the book there is the trail of her life interests, opportunities and responsibilities.

Nowhere else can there be found as interesting and important an account of social service and the spirit and devotion of the leaders in the noble achievement of the leaders in that line of life for forty years, as is this grouping of Miss Mary E. Richmond's messages in connection with her mission to humanity.

---

TALES FROM STORY TOWN. By Nina Pearl Ashton, Defiance, Ohio. Illustrated by Ludwig and Regina. Chicago: Beckley-Cardy Company.

These forty interesting stories each teach a lesson that little people will be glad to learn, and they read each story with such zest that they will remember the story and the lesson which it teaches.

---

THE MODERN WORKER. By Mildred J. Wiess, University of Chicago, and Ruth Retecher, Johns Hopkins University. Cloth. 608 pages. New York: The Macmillan Company.

It is interesting that the clearest statements as to the yesterday of the labor conditions of today, the most unbiased judgments of responsibility for the trend of industrial activities, and the most hopeful interpretation of the solution of the present cross purposes in economic problems should be written by two women from two great universities. This fact alone challenges universal attention to "The Modern Worker."

We would gladly write more in praise of this book, but at the best it would detract from universal interest in what Chicago University and Johns Hopkins women specialists say.

---

AIR TRAVEL. By James E. Mooney. Illustrated. New York, Chicago, Boston: Charles Scribner's Sons.

Here is a book which should be read by every boy above the sixth grade in North America. It is a book of a thousand thrills, a book that stirs heroic aspiration in the spirit of every reader. It is a group of successive heroes worshiped from the Wright Brothers' first flight in 1903, and Glenn Curtis in 1911, to Charles A. Lindbergh, on to Richard E. Byrd.

As a book of facts about the quarter of a century of experimentation and demonstration it is invaluable. As a book of illustrations of each famous advance in aircraft making it is wonderful. As a story of personal achievement of men like Bleriot, the Wright Brothers, Glenn Curtis, Roland Garros, Lincoln Beachey, Sir John Alcock, Charles A. Lindbergh, Maitland and Hegenberger, Kingsford Smith, Frank Hawks and Richard E. Byrd, it rivals all land and water achievements.

This book carries human achievements from remarkable and wonderful to the miraculous.

---

DOT AND DICK IN NATURE LAND. Amazing Adventures with Birds, Insects, Plants and Flowers. By Dean Halliday. Pictures by Doro. Cloth. Holiday Attire. Copyrighted by Newspaper Nature Features, Inc. (7 by 10 inches). Published by J. Thoburn Bishop, Terminal Tower, Cleveland.

William G. Vinal, professor of nature education in the School of Education, Western Reserve University, than whose no commendation could signify more, gives unreserved praise of this book as an alluring book for children and youths.

Each left-hand page is a full-page picture, black and white, of some wonderful characteristic and fascinating animal, while the opposite page has four pictures, black and white, of equally interesting and unusual facts about plants and animals.

Each picture, large and small, is to be colored by use of paints or crayon. (See editorial in this issue on "Education in Fun.")

---

## Books Received

"English Elements and Principles." By Grove.—"Modern Debate Practice." By Willhoft. New York City: Prentice-Hall, Inc.

"The History of Physical Education." By Dorothy S. Ainsworth.—"Intramural Athletics." By E. M. Draper and George M. Smith.—"Student Participation in School Government." By J. J. Vineyard and C. F. Poole, A. M. New York City: A. S. Barnes and Company.

# EDUCATION IN ACTION

## Ethics Necessary in Vocational Training

### California Teacher Declares Careful and Skillful Teaching Is Required in Building Up Morale in Trade

Pointing out that education is built upon a foundation of skill, knowledge, judgment and ethical ideals, Benjamin W. Johnson, assistant director of the division of vocational education in the University of California at Los Angeles, pleads for more stress upon ethics in vocational training.

"Vocational education is usually thought to be training in skills required by a specific occupation; training in acquiring the knowledge and information that relate and are an integral part of these skills, and training in the trade judgment necessary to use these skills and this knowledge efficiently in any situation," says Mr. Johnson. "There is another most important factor too little thought of—that of trade ethics or morale. Although accepted as a matter of course by all trade teachers, it is assumed that the beginner in the trade will learn this essential factor by example or association on the 'pick-up plan,' rather than through careful and skillful teaching."

Mr. Johnson tells of the work being done in San Quentin prison, in an effort to rehabilitate men who must again mingle with society. Questioning the wisdom of such training, and answering the question in the affirmative, Mr. Johnson says: "Education in a democracy, whether for the inmate in prison or for his more fortunate brother outside its walls, can have but one basic objective, and that must be sound character—the right ideals, with training in those habits that make for honest work well done.

"Trade ethics and high craft morale cannot be omitted or given chance consideration in our vocational-training objectives, in our detailed plans and lessons, and in our methods for teaching trade proficiency. Since the educational work in the penitentiary, if it is justified at all, must give positive assurance that it is making men safer to return to society, and better able to live up to ethical standards that make for sound progress, is there any less obligation upon our educational work, outside the prison, to give positive assurance that those who receive it are better able to live up to similar ethical standards?"

### Prof. Einstein To Go to School

Albert Einstein, master of theoretical physics, is to go to school at Mt. Wilson observatory in California. He plans to join the seminar of advanced students in astronomy, instructed nightly by an observer of the Carnegie Institution of Washington. These lectures take up distances as incomprehensible to the lay mind as the systems of equations that flow from Einstein's pencil. One of the most interesting things they will tell the Berlin professor about are stars that pulsate, brighten and fade periodically, rhythmically, like a beating heart. These are the Cepheid variables. Dr. Edwin P. Hubble, who perches on the turret of the largest telescope in the world, explains they are indicators of distances.

### One of Fifty-Two Punished for Absence

Fifty-two pupils of the Mary E. Wells High School in Southbridge, Mass., representing all classes in the school, and numbering among them honor students and others prominent in athletics, failed to return to school on the Friday following the New Year holiday. The students explained their action as a protest against the school committee's veto of a vacation period voted on by the faculty. The school teachers voted a vacation to extend from December 24 to January 5. The school committee turned this down and ordered the vacation period to run from December 19 to December 29. Had the regular school committee rules been invoked the fifty-two pupils would have been expelled. Only one of the fifty-two, however, was punished. The following Monday morning, when school opened, he alone was unable to produce a written excuse, as his parents were away. He was suspended for two weeks. The school committee announced that in the future holiday vacations will be so arranged that there will be no more wholesale "hookey" episodes.

### Professors Well Versed On Cowboy and Ranger

The University of Texas has two unofficial chairs. One might be called the cowboy chair, and the other the ranger chair. Professor Frank Dobie, of the English department, is an authority on cattle lore. He is author of numerous books and magazine articles of the plains. Professor W. P. Webb, of the history department, holds the "ranger chair." He is an authority on the Texas ranger.

### College Building Aids Employment

Responses from 250 college presidents in all parts of the country to the request of Colonel Arthur Woods, chairman of the President's emergency committee for employment, for their building plans for 1931, indicate increased construction over the building expansion of 1930. Sixty-five colleges and universities report building programs in the new year totaling $62,500,000, as compared with $52,000,000 in 1930, and $24,500,000 in 1929. Many college officials recognize the contribution their building programs will make toward relieving unemployment, and also the economy of building at the present time.

### Women Younger Than Men at Penn. State

Women students at the Pennsylvania State College are, on the average, one year younger than the men students, a survey conducted by William S. Hoffman, college registrar, reveals. The average ages of students in the four undergraduate classes range from eighteen for the freshmen to twenty-four for the seniors. Four undergraduates are more than forty years old, the oldest being forty-two. The youngest students in the college, sixteen years old, number forty-three.

### American to Supervise Education in Abyssinia

An American educator has undertaken the huge task of educating 10,000,000 Abyssinians. He is Dr. F. Ernest Work, professor of history in Muskingum College, New Concord, O. How big a job is his may be seen in the fact that less than one per cent. of the natives are able to read or write. Except for a few scattering foreign missionary institutions, there are practically no schools in Abyssinia. The Abyssinians have no schoolbooks and no secular literature, and nothing upon which an education can be based. Professor Work hopes to have American schoolbooks translated into Amharic, the native language of most Abyssinians, and later to educate the students in English. His assistants are

several Abyssinian students who went to America and studied under Professor Work at Muskingum. The American educator, who is living in Addis Ababa, has been given the title of "Director of Education of Ethiopia" by Emperor Haile Selassie.

## Predicts Education In Unified School

Decrying what he called the lack of a true school of American ideals, Dr. James F. Hosic, professor of education at Teachers' College, Columbia University, and editor of The Journal of Educational Method, predicted at the first annual conference of the New York State Association of Elementary School Principals at Syracuse, that a single, unified common school would be established for the education of children beginning at four years of age and continuing through their twentieth year. "If we are to have better schools," he said, "we must have better principals. The only real hope for progressive education lies in leadership. Style in educational nomenclature changes almost as rapidly as the varying modes in dress. It is impossible for one man to get up and say whether a certain practice is progressive or not. What we need is less propaganda and more discrimination in elementary education." The five basic principles of elementary education Dr. Hosic listed as follows: The school must be a constructive force in a community; it must be a community within itself; its basis for learning must be found in the children themselves; it must make a provision for individuality, and it must do its job.

## Radio and Talkies Gain in School Use

Daily the booming voices of the radio and the "talkie" penetrate more widely into our classrooms. Already several million pupils in 150,000 schoolrooms are listening weekly to the Walter Damrosch course in music appreciation, now in its second year. For an hour a day young auditors in various schools in twenty-nine states are being taught by broadcasts of the state-supported Ohio School of the Air. In schoolhouses throughout South Dakota receiving sets are being installed as part of a state-wide plan to include radio instruction in the revised high and elementary school courses of study. In England regular radio lessons for schools were broadcast during the last school year. There, too, the talkie as a teacher is being promoted more zealously perhaps than in this country by a special Commission of Educational and Cultural Films. A portable talking equipment is being used for school experiments, programs of news films are being compiled, and local education authorities are being asked to plan and wire new buildings with the projection of sound films in mind. Sporadically, but perhaps more firmly, the talkie is already intrenched in our own schoolrooms. Dozens of schools in various parts of the country, and of all types from a private preparatory school, such as Hotchkiss, to a high school in a remote Tennessee county, already have sound equipment. Circulating libraries of both talking and silent films are being built up by state and city departments, notably by the Newark Board of Education and by the Division of Educational Exhibits of the Illinois Department of Agriculture.

## Teachers' College Given to State

The City of Buffalo (N. Y.) has turned over to the State of New York the new State Teachers' College in that city. The transfer was made at the dedicatory services in the new auditorium, attended by faculty and students, representatives of the city, the State Department of Education and the University of Buffalo. The control of the buildings was turned over to the state by George F. Fisk, Buffalo commissioner of public works, and received by the board of directors of the college, headed by Edward H. Butler. The University of Buffalo was represented by Julian Park, dean of the College of Liberal Arts.

## Both Sexes Taught Everyday Living

Wives who will know just what to do and say when they get a puncture, and bachelors who will be able to darn their own socks, are being trained by a "Problems of Everyday Living" class at East Denver (Colo.) High School. The class teaches feminine young hopefuls how to use a penny in the fuse box when the fuse blows out, and how to mend the electric iron cord. Masculine students learn to broil a beef steak and sew up torn trousers. How, what and when to order food in a restaurant is expected to take care of that "chicken salad" problem. Lastly, the students are trained in the tricks of sociability, how to get along with other people, how to avoid spats in the home, and what to say to your dinner partner when you spill a glass of water in his lap.

## Chinese Close U. S. Mission School

Alleging the institution was teaching Christianity contrary to Nationalist Government regulations, Kwangtung provincial authorities closed the American Southern Baptist Primary School at Shiuchow, north of Canton, China. The Nationalist Government had prohibited religious instruction in foreign mission schools in China. One hundred pupils attended the school. Headquarters of the mission is at Richmond, Va.

## Exchange Professors With University of Mexico

Exchange of professors between the University of Mexico and the University of Missouri has been arranged by Dr. Walter Williams, president of the University of Missouri, and Julio Jimenez Rueda, head of the student exchange department of the University of Mexico. The University of Mexico will send a faculty member to Missouri at the beginning of the 1931-32 term, and the following February the University of Missouri will send a representative to Mexico. Each school may select the department from which its own exchange professor is to come.

NEW YORK?
THEN IT'S
The COLLINGWOOD HOTEL
A good hotel in a quiet and convenient location. Attractive to discriminating people. In the heart of the Retail and Wholesale districts.
Special attention to ladies traveling unescorted.
RATES
from $2 Single to $12 Suites
SETH H. MOSELEY, Owner
John W. Gannon, Managing Director
Between 5th Avenue and Broadway, on 35th Street, New York City

Why Teachers' Eyes Need Care
FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.
A few drops of Murine Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!
Write THE MURINE COMPANY Dept. 77, Chicago for FREE EYE CARE BOOK
MURINE FOR YOUR EYES

ESTABLISHED 1869

**Reduce Your Annual Outlay for New Books by Making Those Now in Use Last Twice As Long**

**HOLDEN BOOK COVERS**

**Save Money by Saving the Books**

*Waterproof and Weatherpoof*

**THE HOLDEN PATENT BOOK COVER COMPANY**

MILES C. HOLDEN, President SPRINGFIELD, MASSACHUSETTS

### No Flunking In Racine School

At Gilbert Knapp grade school in Racine, Wis., no one is "flunked," and the institution is known as a "student's paradise." The educational methods introduced by Principal Frank McCall are unique in Wisconsin. Pupils are divided into three groups—exceptional, average, and backward. Instead of being required to spend a standard length of time in each class the students are advanced according to ability. Bright pupils are not permitted to skip grades, but they may complete the six years' instruction in five or five and a half years. When a student in the highest group is unable to keep up with his classmates he is transferred to the average unit. When an average or backward student shows increased capabilities he is advanced accordingly. But no one flunks either in fact or by implication.

### U. of Penn. Secures Valley Forge Extension

Virtual assurance that the historic Valley Forge locality will become the scene of part of the educational activities of one of the country's oldest universities, provided necessary funds can be obtained, has been given by the trustees of the University of Pennsylvania. Henry N. Woolman, alumnus and trustee, offered the institution in 1926 a 175-acre tract at Valley Forge, to be used for educational purposes. In 1929 his offer was conditionally accepted, and the university took steps to acquire an additional 150 acres. Later, Valley Forge committees were consolidated into a general university committee on Valley Forge, headed by former United States Senator George W. Pepper, which considered the possibility of establishing a college of liberal arts as the first step toward the creation of a campus at Valley Forge. The university has not committed itself to any definite proposal.

### Waited 46 Years For Varsity Letter

The Rev. Charles Littlefield, former pastor of the First Methodist Episcopal Church in Lynn, Mass., and a candidate for Congress and a delegate to the National Republican Convention which nominated Calvin Coolidge for president, is convinced that the old adage, "Everything comes to him who waits" is true. Mr. Littlefield attended Wesleyan University at Middletown, Conn., in 1884, 1885 and 1886, and while there played third base on the varsity team. According to the record he was a good ball player, for recently he received a communication from the college notifying him he had been awarded the varsity letter for his performances on the team during those years.

### Women Students Found Unchanged

The woman students of 1930 are fundamentally the same as those of 1864, in the opinion of Mrs. Emma J. Sawyer, of Tipton, Ia. She made her deductions from a recent visit to the University of Iowa campus, where she was a student in 1864. The college girl of 1930, Mrs. Sawyer says, "may revel in new freedom, but after all she expects to marry, to have a home and children and rear them to be good boys and girls."

### Daily Pay Rates Of Mexican Teachers

Daily rates of pay for teachers and professors of various grades are contained in a bulletin that has been issued by the Ministry of Education of the Mexican Government. This bulletin shows that in the kindergartens teachers receive from four to eight and a half pesos per day, while directors receive seven pesos. In the primary schools teachers are paid from four to eight pesos a day, directors nine, and inspectors thirteen pesos. At present the peso is equal to forty-three cents, United States currency.

BARNES BOOKS

HEALTH and PHYSICAL EDUCATION
EXTRA CURRICULAR ACTIVITIES

**Thousands of Teachers use our books**

80-page illustrated descriptive catalog, with Table of Contents of books, mailed on request.

*Address Dept. D.*

A. S. BARNES & COMPANY
67 WEST 44TH STREET
NEW YORK

**16 or 35mm**

**EDUCATIONAL FILMS**

**With Spoken Lectures**

**or**

**Classroom Titles**

## TEACHERS' AGENCIES

**THE FISK TEACHERS' AGENCIES**

Boston, Mass., 120 Boylston St.
New York, N. Y., 225 Fifth Ave.
Syracuse, N. Y., 139 Fage Ave.
Philadelphia, 1420 Chestnut St.
Pittsburgh, Pa., 549 Union Trust Bldg.
Birmingham, Ala., 808 Title Bldg.
Kansas City, Mo., 1020 McGee St.
Portland, Ore., 409 Journal Bldg.
Send for circular and registration form free

New York
BTB
Philadelphia

**BRYANT TEACHERS BUREAU, Inc.**

1759-60 SALMON TOWER
11 WEST 42ND STREET New York City
Member National Association of Teachers' Agencies

**THE PRATT TEACHERS' AGENCY**

70 FIFTH AVENUE, NEW YORK

Recommends college and normal school graduates, specialists and other teachers to colleges, public and private schools in all parts of the country. Advises parents about schools.

**THE TEACHERS EXCHANGE**

of Boston, 120 Boylston Street
Recommends Teachers, Tutors and Private Schools

**CLARK-BREWER TEACHERS AGENCY**

49TH YEAR

NEW YORK, Flatiron Bldg. — CHICAGO, 64 E. Jackson — MINNEAPOLIS, Globe Bldg.
KANSAS CITY, N. Y. Life Bldg. — SPOKANE, Chamber of Commerce Bldg.

All members of the National Association of Teachers Agencies

WE cover the country. This is the way it works. She was teaching in Alaska. She registered with our Spokane office. They sent her papers to all our other offices. The Chicago office placed her in a fine position in Iowa. Only one registration fee (which is permanent), only one writing of references, only one commission, but five offices worked for her, — successfully.

Get Brewer's National Educational Directory, 10,000 Names. Price, $1.00


## GRINS BETWEEN GRINDS

### A Little Slip

Teacher (speaking on the phone)—"You say that Clarence has a bad cold and will not be able to come to school today. Who is this speaking?"

Voice (hoarsely)—"My father."

### Meaning What?

"I'm very tired," said the lady at the head of the supper table one Sunday evening.

"You should not be," said her minister, who had been asked in to the evening meal. "You haven't preached two sermons today."

"No," said the lady, absent-mindedly, "but I listened to them."

### Knew Teacher

Teacher—"Give me a sentence with a direct object."

Pupil—"You are pretty."

Teacher—"What's the object?"

Pupil—"A good mark."

### They Drip

Two cousins were having a fine argument about astronomy and such things which invariably get eight-year-old tots into hot water.

"Sure," said one, "I guess I know the stars are much bigger than this earth we're on."

"Is that so?" demanded the other. "Then why don't they keep the rain off of us?"—Brooklyn Eagle.

## Students Picture Ideal College

More personal contact between teacher and student is advocated by members of a class in registrar administration at Hunter College, who, under the direction of Mrs. Mary Beldin James Lehn, assistant professor and assistant registrar, are drafting plans for an ideal college. Interviews and constant advice by members of the faculty, the class specifies, should feature the entire education of every college student. A candidate for admission to this ideal college would be interviewed as to her aims, ideals and major interests. If these show that she is adapted to the sort of course that the college offers, and that a college education would be of real value to her, the applicant would be admitted. She should then be placed under the guidance of a faculty adviser to aid her in the selection of courses and to be ready at all times to discuss the difficulties and problems of college life.

## Dolls for Hygiene Course

Ten dolls, which travel extensively and take three or four baths a day, have their headquarters in Madison, Wis. They are the demonstration "babies" used in the infant hygiene course that Wisconsin state board of health offers in the public schools of that state. More than 31,000 school girls have used the dolls since 1923 to acquire technique which they are now putting into practice in their own homes. Many boys are enrolling in the course throughout the state, the board disclosed, interpreting this as a feeling that "the present trend of women's activity may bring the rearing of future generations squarely within the mere husband's province."

## Turkish Schools Lack Teachers

That large numbers of Turkish youngsters want to learn English and that there are not enough teachers for them are two facts emerging from Turkey's "Americanization program." Last year English was added to French and German in Turkish schools, as one of the foreign languages among which students were required to choose at least one. So many elected English that there were not enough teachers to go around. To fill this want the government this year is sending students from its men's normal schools to Robert College, and students from its women's normal schools to the American College for Women in Istambul.

## Prison Inmates Attend School

Within the gray stone walls of the West Virginia penitentiary at Moundsville there will be problems of long and short division and wrestlings with the intricacies of grammar to occupy the time of prison inmates. Prisoners are going to respond to the summons of the school bell for courses of study covering subjects provided in the first six grades of the elementary schools of the state. Instructors will be chosen from among the better educated prisoners. There will be a school for white inmates and another for negroes. The Rev. W. C. Harold, Protestant chaplain at the prison, who sponsored the proposal, said about 100 convicts have indicated their intention to attend the classes.

## University Enrolls Foreigners

The Royal University of Siena, Italy, founded in 1300, has opened its doors for the second time to the chosen group of foreign students for a two-months-special course in Italian language and literature. A number of Americans, including some teachers on sabbatical leave, are enrolled. Visits to the historic monuments of Siena, Perugia, and Florence, with detailed inspection of the art museums, will be interspersed with regular classroom exercises, and a series of concerts has been arranged. At the conclusion of the course on March 15 diplomas will be issued.

## American Chair in Paris School

The Institute of American studies, founded in 1929 in Paris by the France-America committee, has set up a chair for the study of economic and social life in the United States. Professor Andre Siegfried, of the school of political sciences, has been named to give lectures. Siegfried is the author of several books on the United States, among them, "America Comes of Age." The new chair is being financed by Edward Tuck, an American resident of Paris.


TEACHERS' AGENCIES

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.

**ALBANY TEACHERS' AGENCY, Inc.**

Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions

We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.

74 CHAPEL STREET, ALBANY, N. Y.
SEND FOR CIRCULARS

**ALBERT TEACHERS AGENCY**
25 E. Jackson Blvd.
CHICAGO, ILL.
535 Fifth Ave., New York
Hyde Bldg., Spokane, Wash.

45TH YEAR.—Executives and teachers for all kinds of Public School work, and men and women for good positions in State Teachers Colleges, Universities, and Private Schools, in good demand. Many thousands have secured PROMOTION through this Agency. Why not you? Booklet free.

**AMERICAN AND FOREIGN TEACHERS AGENCY** 19 WEST 44TH ST. NEW YORK

Recommends instructors, teachers, tutors and governesses for colleges, schools and families. Careful selection for individual needs.

MISS AGNES HOOKER - MISS NELLIE R. TALBOT
Successors to Mrs. M. J. Young-Fulton

**THE CARY TEACHERS' AGENCY** Our business is done by *recommendation* in answer to *direct calls* from employers.

C. WILBUR CARY, Manager, 36 Pearl St., Hartford, Conn.
ROSE E. BRADBURY, Manager, 14 Beacon St., Boston, Mass.
GEORGE H. LARRABEE, Manager, Clapp Memorial Bldg., Portland, Me.

**THE CORLEW TEACHERS' AGENCY**

GRACE M. ABBOTT, MANAGER
120 Boylston Street, Boston
Member of National Association of Teachers' Agencies

**THE FICKETT TEACHERS' AGENCY**

Edward W. Fickett, Prop. Telephone Hay. 1678
N. A. T. A. Member
8 Beacon Street, Boston Established 1885

**KELLOGG'S TEACHER'S AGENCY**

Established 1889
31 Union Square, New York, N. Y. (Broadway at 16th Street)
B. F. Mannion, Miss M. B. Gosman } Managers
Telephone Algonquin 1756

We have been supplying teachers to the Public and Private Schools for over forty years. We have no branches. All applications for membership and all requests for teachers receive the personal attention of the managers. Call, write, or telephone us for careful personal service.
Member National Association of Teachers' Agencies

**WINSHIP TEACHERS' AGENCY**

ALVIN F. PEASE, Manager
6 Beacon St. . . . Boston, Mass.
Long Distance Telephones
Office and Residence
PROMPT! COURTEOUS! FAIR!
Member of National Association of Teachers' Agencies

**FRANK IRVING COOPER CORPORATION**

ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning
47 Winter St., Boston, Mass.

**Wm. B. Ittner, Inc.**
ARCHITECTS
A record of achievement.
475 Schools in
116 Cities and Towns in
28 States
St. Louis, Mo.